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ABSTRACT

An ethnographic study was conducted to determine what happens when teachers are placed in schools in which the students' cultural background differs dramatically from their own. Participants were five student teachers completing their internship in a low socioeconomic school in Tallahassee, Florida. Three methods were used to collect data: journals reflecting student teachers' thoughts and ideas about the teaching experience; participant observation; and qualitative ethnographic interviewing. Data analysis indicated that each student teacher experienced culture shock when beginning the internship, basing value judgments and expectations on norms established by their personal prior experience, and judging different experiences to be abnormal. Four of the five student teachers experienced difficulties with classroom management and control, attributing their difficulties to the background of the students being taught; and efforts to control students using the prepackaged technique of assertive discipline were unsuccessful. The five student teachers in this study indicated that their college experience had not prepared them for student teaching. The results of this study indicate the need for teacher educators to develop culturally literate teachers and to challenge prior personal experiences and attitudes of prospective teachers. (LL)

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Towards Preparing the Monocultural Teacher For the Multicultural Classroom

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How does one prepare a monocultural teacher for a multicultural classroom? The current demographic projections of the teacher and student population places this question at the forefront of teacher education:

> In 1984, Howey profiled the demography of the current teaching population as 91 percent white, 6 percent black, and 1.7 Hispanic. Yarger, et al. (1977) portrayed the current teacher as provincial, coming from a small city or rural community, and monolingual. In contrast, Haberman (1983) characterized our pupil population as one out of every six students being poor and one out of every four being a minority. By the year 2000, most schools will have substantial minority, low income, and handicapped populations. Spanish speaking students will predominate public education in Texas and New Mexico, as will Asiatics and Haitians in California, New York, and Florida. By the turn of the century, every city in excess of 500,000 will have what Hodgkinson (1988) called a "minority majority" population of poor and ethnically diverse students. (Howey & Zimpher, 1989)

In response to these statistics, teacher educators are currently focusing their efforts on recruiting minority teachers (Henninger, 1989), and proposing course work to prepare monocultural teachers for the culturally diverse students they will teach (Santos, 1986; Fuller & Ahler, 1987; Burnstein & Cabella, 1989). Perhaps such plans and proposals are placing the proverbial educational cart before the horse. A greater understanding of the multicultural classroom is needed before plans can be implemented to improve the teaching and learning situation. A question that might first be answered is "What happens when teachers are placed in schools in which the students' cultural background differs dramatically from their own?" Ethnographic research, defined as "the art and science of describing a group or culture" can provide the key to such an inquiry as its focus is to "describe the patterns of human thought and behavior" (Fedderman, 1989, p. 11). In attempt to construct a foundation to address this question, a four month ethnographic study of five student teachers completing their internship in a low socioeconomic school, Southside[1], located in Tallahassee, Florida, was conducted.

Methodology

Document analysis, participant observation, and ethnographic interviewing were the methods used to collect data in this ethnographic study. As one requirement of the internship, each student teacher was expected to keep a journal focusing on their thoughts and ideas about the teaching experience. One entry was submitted each week. The analysis of these journals provided an unobtrusive measure as they "relate to individuals and what they are thinking" (Bogdan & Biklen, 1982). These personal documents were therefore used as indicators of the student teachers' thoughts and personal accounts of their teaching each week.

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[1]Pseudonyms have been used to protect the privacy of the school and the participants in this study.

The second tool of qualitative study employed was participant observation. As stated by Patton (1983), the purpose of observational data "is to describe the setting that was observed; the activities that took place in that setting; the people who participated in those activities; and the meanings of the setting, the activities, and their participation to those people" (p. 124).

The third research method used for this study was qualitative interviewing. Each student teacher was interviewed throughout the course of their student teaching. An interview guide was developed so that the interviews across all five student teachers would be systematic. This framework enabled me to develop questions, sequence questions, and make decisions as to what areas to pursue in greater depth in later observations and interviews. Each interview was tape recorded and transcribed.

These three research methods were employed to triangulate my findings. Triangulation, a tool basic to ethnographic research, serves as "the heart of ethnographic validity, testing one source of information against another to strip away alternative explanations and prove a hypothesis" (Fetterman, 1989, p. 89). In addition, triangulation was employed across the five student teachers' journals, interviews and observations to confirm patterns that were apparent in each student teacher's experience.

Data Analysis

Data analysis consisted of many readings of field notes, journal entries, and interview transcriptions. During readings I would look for emerging patterns (Glaser & Strauss, 1978). Assertions were reflected in a personal journal. As patterns emerged, I would note them in my field notes.

Following, I cut apart one copy of the field notes, interview transcripts and journals, placing each on index cards and coding them to reflect one or more categories. These categories included Intern Background (IB), Student Background (SB), Discipline Problems (DP), Discipline Technique (DT), and College Preparation (CP). Each card was also labeled with the date, where the notes came from (I - Interview, FN - Field Notes, JE - Journal Entry), and to which student teacher the card referred. In the following section, patterns are discussed. Related literature is interspersed with the findings.

Results / Discussion

A student-teacher culture clash quickly emerged. The term culture, often used to denote art, philosophy, music, etc., is used for the purposes of this paper to refer to the sum of one's life experiences (Trachtenberg, 1990). These experiences affected the way students and teachers interacted in the school.

Carolyn, Paula, Randy, Terry and Ann were white females in their early twenties. It was mainly during interviews that information was collected on their cultural backgrounds. Each participant was asked to provide a brief life history at the opening of each interview. From the information gathered, the interns all appeared to have similar backgrounds. Randy

perhaps best characterized the situation when she said, "So everyone was like white middle class and that pretty much sums it up." All interns spent either their entire or major portion of their childhood in the state of Florida. They all were from homes where parents worked in professional jobs in the business community, or, in two cases, teaching. Randy's mother was a house wife. All interns were from two parent families, as described by Carolyn, "We have a normal family, my parents are still together."

Carolyn's use of the word "normal" was a striking indicator of the clash in cultures she as well as the other interns faced when they met their students. The students from Southside were often described by the interns as having a "terrible" or "deprived" home life. This was apparent from both interviews and journal entries from all student teachers:

> One thing I don't enjoy seeing is the kind of home life these kids have. I took home information sheets on each of the kids, and was shocked to see the single family homes/trailers and education level of their parents. Mrs. Morgan has told me the stories of neglect and abuse each has faced and I truly am shocked and saddened. You can see the sadness and anger they have towards people. (Journal Entry: Paula - 1/8-1/12)

> It actually hit me harder, when I saw this was, you know, where they lived. I mean they're really run down. The first part we went to. I mean trailers really run down, some of them without front doors, furniture on the outside of it, clotheslines. I saw a public phone, so I guess some of them really don't have a phone. (Interview Transcription: Terry - 2/13)

In addition, during the first week of student teaching, all student teachers were shocked by the large occurrence of lice and scabies, an experience none of them were exposed to previously. All expressed deep concern, and in some cases, paranoia, that they would "get lice:"

> I was also introduced to head lice, scabies, and ring worm. I did not know how to deal with any of these situations. I was taught how to check for lice and spot scabies. I am a bit nervous that I may get head lice, hopefully I'm wrong. (Journal Entry: Ann, 1/8 - 1/16) . . . I found a lice bug in my hair this week and almost had a heart attack! I treated myself to RID. A pleasurable experience. (Journal Entry: Ann, 1/16 - 1/19)

> The one kind of bad thing about our trip to the office was that we had to see what lice looks like. I guess it will be a good thing to know for the future, it was just a little frightening. I'm really paranoid about getting lice now. (Journal Entry: Randy, 1/10)

Finally, home lives were often described in relationship to parents. Interns would frequently mention that the parents of their students had little or no education, were engaged in illegal activities (often involving the use of drugs), and were divorced or separated from their spouses:

> Well, only one little kid's parents have a college education. Most of them their education stops at about 12th grade. One of them stops at 9th grade . . . Mark, he's a cocaine baby and his dad was in jail at the beginning of the year . . . I'm afraid that some of them (parents) drink beer at home, you know like Mark grew up with parents doing drugs since he was born. (Interview: Ann, 2/27)

> I know his (refers to a student - Bryan) real mother left when he was two, and then his dad had a series of five different girlfriends that live there. I think they live in a trailer. And one of these girlfriends used to beat Bryan when he was little. And now, I don't know if they're married or not but he has a new mom. And from what I heard she's been treating him better. (Interview Transcription: Randy, 3/6).

Randy went on to describe Bryan as one of her discipline problems. The discipline problem appeared to stem from the dissonance caused by their clashing cultures. Randy expected misbehavior from Bryan because of his home life. The following section describes some discipline experiences of Randy and the other student teachers.

Perceptions And Expectations Of Students And Discipline

The perceptions of the students' culture from Southside were quickly translated into behavioral expectations by the student teachers. Since Rosenthal & Jacobson's (1968) landmark study, Pygmalion In The Classroom, teacher expectation effects have been shown to exist in a variety of studies. In a review of this research in relation to minority students, McCormick & Noriego (1986) concluded that:

> The findings of these studies clearly indicate that teacher expectations of student performance affects the ways that teachers treat students. In sum, the differential treatment has a negative effect on the behavior and learning of students from whom teachers hold low expectations (p. 226).

Teacher expectations have also related to discipline. From an analysis of data derived from school records and teacher questionnaires, Moore and Cooper (1984) concluded that many teacher and student background characteristics correlated with teachers' perceptions of the frequency of discipline infractions and the effectiveness of disciplinary techniques. Furthermore, they reported that lower socioeconomic status and/or a lower percentage of white students in a school was associated with more frequent reporting of disruptive or violent behavior.

In this qualitative study, discipline problems became a major concern for four of the preservice teachers. They related their students' misbehaviors to their background. Data collected indicated that teacher expectations of misbehavior were well established. Perhaps, as found in the literature, this contributed to the discipline problems interns experienced.

One example of teacher expectation of discipline problems is demonstrated by Terry's description of her classroom as being "rough" during an interview:

I. Do you have any feeling what's causing the discipline problems?

T. Well, I know I've got a rough group and I know that they know that I'm an intern.

I. What do you mean by "rough?"

T. Well for one thing, there are five boys that are just bad. I mean always. They're always the same ones with their names down in music, art, you know, lunch. I can just guarantee them being bad everyday.

I. Do you have any insight into what causes their misbehavior?

T. Well four or five have family problems, one of them you know, his mom, he just, his mother is on drugs. They're all from bad backgrounds. They live in trailer parks and that has a lot to do with it. Just, you know, four out of five of them are from bad backgrounds. I think that has something to do with it. (Interview: Terry - 2/13)

As Terry, the other interns also expected misbehavior from specific students. These students were always described as having a bad home life. Terry, Paula, Carolyn, and Randy would report having a good day when these students were absent.

It is interesting to note that the only intern who experienced minimal discipline problems described her students differently. Ann consistently referred to her students as "good" and "trying." Although she found her students home life "sad," she did not feel that their home life affected them in school. She expected good behavior because, "I would not let them run me. I could not deal with that. I will not let them run me because once that happens it's out of control. You might as well just hang it up because they'll be nuts all day long. So none of that."

Furthermore, Ann had a successful experience working with a different culture during her field experience in a low SES all Afro-American school. In contrast to the other student teachers like Terry who does not "want to work with these kids" when she has her own class, Ann mentioned a desire to teach in such a setting:

And I was telling my mom I'd like to move to Jacksonville next year and teacher and she said you know, Jacksonville's not supposed to be the best place to teach. It's just all black schools. But I don't think I would mind doing that. Cause I feel like I helped these kids so much. (Interview: Ann - 2/27)

In contrast to the other student teachers, Ann expected her students to behave, and they did, thereby supporting the link between teacher expectation and discipline problems.

Classroom management appeared to be a chain that four of the interns could not build. Perhaps one of the weak links in the chain was teacher expectation. However the weakest link appeared to be discipline technique, specifically assertive discipline and how it was approached.

Assertive Discipline

Assertive discipline, a systematic discipline plan developed and commercialized by Lee and Marlene Cantor (1976), has been viewed as the solution to discipline problems that occur in low SES schools such as Southside, as well as inner city school where neighborhood atmosphere is conducive to "a fair amount of discipline problems" and "hostile children" (Hill, 1990). Recently, this discipline model has been severely criticized by many educators (Hill, 1990; Hitz, 1988; Curwin & Mendler, 1988, 1989; Gartell, 1987). In addition, Rendler (1990), charges that although Canter suggests research has verified his program, a review of literature he conducted on assertive discipline merely consists of 10 dissertations, no masters theses, three reports, and three journal articles since 1976. He charges that the small body of literature does not support assertive discipline as Canter would have educators believe.

Canter (1989) responded to his critics with Assertive Discipline -- More Than Names On The Board Or Marbles In The Jar. In this article, Canter voiced concern that teachers emphasized only negative consequences, check marks, or demerits, when students misbehave. However, the key to Assertive Discipline, Canter suggested, is catching students being good. Canter asserted that:

> Some teachers have misinterpreted elements of the assertive discipline program. The vast majority of teachers - my staff and I have probably trained close to 750,000 teachers - have used the program to dramatically increase their reliance on positive reinforcement and verbal praise. But a small percentage of teachers have interpreted the program in a negative manner (p. 59).

Four of the five student teachers in this qualitative study implemented the assertive discipline plan in a manner different than intended by Canter. They viewed assertive discipline as no more than rules, consequences, and names on the board. A typical observation confirms this alternative conception. Carolyn was observed working with a small reading group. The remainder of her class, according to Carolyn, should have been working independently at their desks:

> One student stood at the board writing down names. He appeared to be joking and mocking the teacher. He would giggle and chat with other students who would ask him to erase their names. He would write names up on the board and smile when that student made a comment. Two students who were sitting next to each other started fighting.Carolyn looked up from her group of students and called names. The comment from the student was "He hit me first." One student, Garrett, went up to the board and erased his name. Just at this time, Carolyn's reading group had finished and she got up to circulate around the room. There was talking and 7 students out of their seats. Carolyn addressed the class, "O.K. I think we have to calm down a bit. Who wants another letter taken off of here? (She pointed to the board where OUTSIDE was written. There was one slash mark through the "O" in outside. She told me later that if the word was left she would take the students outside at the end of the day.) Six students were surrounding her at this point waiting to ask a question

of some sort. There were three other students out of their seats. In a moderate voice, Carolyn announced, "All right, I want everyone in your seats, if you are not in your seats, a letter will go home. Students remained around Carolyn. She attended to them while the following occurred. One student came up and erased his name from the board. A girl ran up after this behavior to put his name back up on the board. Carolyn tells girl to be seated. She comments, "He keeps erasing his name from the board." No comment from Carolyn. Garrett goes up and once again erases his name. A different girl runs up to write it again. Carolyn is in the back of the room talking with an individual student about her work. There are three people at the geosafari (a game). They are chatting quite loudly. A student goes up to the board and erases all names. Two students run up to put the names back. Carolyn is working with a different student across the room and does not notice this behavior. Her comments are made to other students in that area of the room. "One person at the Geosaffari at a time." "You shouldn't be chewing gum." The students she addressed did not listen to her comments. In the mean time, there is commotion over the names on the board. Carolyn at this point crosses out a letter in OUTSIDE. "O.K. There goes a letter. I asked you to sit at your seats and be quiet." Some students complain. Problems continue. At this point, Carolyn came over and addressed me. "You came at the worst time of day. I'm trying to get things done, just ending reading groups, and trying to keep them all behaved." As Carolyn spoke with me the noise level of the classroom kept getting louder. She walked over and shut off the lights. A student popped a plastic bag. Carolyn sent student to the back of the room and stated, "Your name's on the board." The students were laughing from the bag popping. Carolyn stated, "No talking." One student raised his hand and asked, "Is singing talking?" Carolyn answered yes, anything that makes noise is talking. Some students nearby discussed that singing wasn't really talking. Carolyn lined up the students for lunch. (Field Notes - 3/6)

During the course of my observations, "names on the board" were mentioned numerous times by not only Carolyn, but Paula, Randy and Terry. "Names on the board" did not solve the discipline problems these interns were experiencing with their students. Again this is reflected in Paula's journal entry during the third week of student teaching:

> I think the kids are beginning to know I mean business. They just thought I was another teacher who was here to have fun with them and help them, WRONG! I'm their teacher. I have been writing names down more on the board and putting checks by their name
> . . . I hope that next week they can take me more serious as their <u>teacher</u>. Are there any of the other interns having some trouble with discipline? I would love to know. (Journal Entry: Paula - 1/22-1/26)

During a subsequent observation completed one month after using "names on the board" as a discipline tool was begun, the following was observed while Paula worked with reading groups:

> At the first table, two children began hitting each other and then used their pencils to hit each other. Paula continued to read with the students and appeared oblivious to this occurrence. Sound: a loud thud. A small black student (Brian) had slammed a book onto the floor. Paula responded. "Brian, we don't throw books on the ground." Paula turned to talk with another student. Brian turned around and threw the book down hard again. He looked back to Paula. She did not respond. He picked up the book, continued to his seat, and proceeded to slam the book down once more. No response from Paula. Following, Brian grabbed a ball and proceeded to run in circles around the room. He grabbed a hat from another child and put it on his head. After about five minutes of this, Paula left her group and took the hat from Brian. Brian trotted into the bathroom. (Field Notes - 2/27)

Paula's discipline problems progressively became more serious. As in Carolyn's case, "names on the board" had little meaning to the students. Both interns tried various ways of disciplining students, almost exclusively resorting back to some aspect of assertive discipline emphasizing negative behavior. Another student teacher, Randy, even described her discipline plan in terms of "names on the board" during an interview:

> We have, I guess it's assertive discipline when you write their names up on the board. And if they get their name up on the board once, then it's five minutes off free play. If they get a check mark by their name, it means no free play, they have to sit out. If they get two checks they have to write a paragraph telling how they could turn their bad behavior into good behavior and then if they get any more than two checks then I write a note home and I call their parents and I let them know. (Interview Transcription: Randy 3/6).

When asked how she felt about assertive discipline, Randy responded, "Well actually I don't like it . . . sometimes I just like writing people that have been good up on the board because I don't like seeing all those bad names. Even though they don't get anything."

The fourth intern, Terry, tried desperately to alleviate her discipline problems. She found "names on the board" to be ineffective. During the fourth week of student teaching, she went so far as to add a new twist to "names on the board."

> I'm thinking about trying a daily reward system. Those who can go a whole day without their name on the board will get a surprise at the end of the day. Maybe if they think they're going to get something good, they'll behave. (Journal Entry: Terry - 1/9 - 2/1)

Having experienced little success during week four, Terry tried another variation of "names on the board" the following week.

> As far as discipline goes, this week was just as bad, or worse. I tried the idea of putting the word "outside" on the board and it didn't work at all! (erasing one letter for each time the students misbehaved. If word was left at end of the day, students would go out and play.) The first day I tried it, by ten o'clock that morning four

letters had to be erased, and I had one student keep asking me if he could erase the next letter! I can't take away outside play everyday so I guess I'm back to putting names on the board. One teacher was telling me that for those who get their names on the board, she makes them write the class rules over and over. She said that it really works because they hate to do it! Another thing I'm going to start doing is sending kids out of the room. The second grade teachers send their behavior problems to each others' rooms so I'm going to try that too. (Journal Entry: Terry - 2/5-2/9)

As indicated, more than a "small percentage" of the student teachers misinterpreted Canter's Assertive Discipline. In these cases, the discipline plan had detrimental effects on the learning environment. This study supports the criticism by a growing number of assertive discipline skeptics. Furthermore, teacher educators must be aware of misinterpretations and misuses of prepackaged discipline plans in their preparation of preservice teachers. Such plans should not be promoted as the one and only answer to discipline management in low SES schools. College preparation for internship was the third pattern discerned in data analysis.

University Preparation Of Preservice Teachers

In Education And Cultural Process, Spindler (1987) cited an anthropological field study conducted by Rosenfeld in a Harlem, New York school. An excerpt from this study closely resembles the events experienced by the interns in this qualitative study:

> The teacher trainee (student teacher) is attempting to teach "rhyming." It is early afternoon. Even before she can get the first "match" (for example, "book" and "look") a whole series of events is drawn out.
>
> One child plays with the head of a doll, which has broken off from the doll, alternately hitting and kissing it. The student teacher tells a boy who has left his seat that he is staying in after school. He begins to cry. Another child teases that his mother will be worried about him if he stays in after school. The boy cries even harder and screams at the teacher: "You can't keep me in until 15 o'clock."
>
> A girl tries to answer a question put to the class but raises her hand with her shoe in it. She is told to put her hand down and to put her shoe on.
>
> Another child keeps switching his pencil from one nostril to another, trying to see if it will remain in his nose if he lets go of it; he is apparently wholly unconcerned with the session in progress.
>
> One child is lying down across his desk, pretending to sleep while seeing if the teacher sees him. Just next to him another child leads an imaginary band. Still a different child, on his side, stands quietly beside his seat, apparently tired of sitting (p. 160).

Spindler concluded that the above situation might occur in poorer, multicultural schools like this one in Harlem because student teachers' preparatory work in college had not prepared them for the classroom culture of children from a poor ghetto area in the city. Many student teachers are completely unfamiliar with the neighborhood from which the children in their class come. Such was the case in this qualitative study. All five student teachers indicated

that their college experience had not prepared them for student teaching. Four of the five interns indicated displeasure with their lack of field experience prior to student teaching. Carolyn and Randy actually linked their lack of field experience with the discipline problems they encountered:

> I wish someone would come out with a discipline thing. Even if they had a, we had that course "Program And Practices" I think it was called where we had the disciplines and everything. I think if we all tried to construct our own discipline thing and maybe put it in a little Kinkos packet and hand it out to everyone. So you see all different ways people are thinking of controlling the class. Because you know we talked about the technical things, the psychology and all that, people's names, but it still doesn't seem to work when you go in. (Interview Transcription: Carolyn - 3/13)

> The class I had when we were supposed to learn discipline, I had a teacher that um, we didn't discuss it at all, so I don't know what the other people learned, but I knew nothing about discipline. None of the theories or anything. So when I came here I was just blank. (Interview Transcription: Randy - 3/6)

In response to preparation for student teaching, Terry offered little hope:

> Well I don't think, nothing really prepares you for this. I mean I, you have to be in, you have to be in doing it yourself. I mean when problems arise no one can prepare you for how to handle it. You just have to, um, think what's best at the time for the moment. Of course I learned things in my classes but that's different. As far as dealing with these kids and stuff, I don't think you can be prepared. (Interview Transcription: Terry - 2/13)

Such a dismal view of teacher preparation, as well as the other findings of this study, offer a challenge to teacher educators to meet the needs of teachers when working in various cultural settings.

Conclusions

In this ethnography, each student teacher experienced culture shock when beginning their internship. This culture shock occurred as students discovered that their prior childhood experiences were dramatically different from the experiences of students in their class. The interns used their personal prior experiences to establish a "norm," and subsequently judged the experiences that were different than their own as abnormal. Their value judgements were evidenced by the language used to describe their students' home lives: "bad," "terrible," "deprived."

Therefore, this study reaffirmed the need for teacher educators to challenge the prior personal experiences and attitudes of prospective teachers (Grant & Secada, 1990; Larke, Wiseman, Bradley, 1990; Larke, 1990). Such a challenge may occur when preservice teachers are provided with experiences to gain insights into cultures other than their own. Suggestions as to how this might be accomplished have been made by educational researchers

and theorists (see, for example, Benson & Floyd, 1992; Dana, 1991; Fuller & Ahler, 1987; Mahan & Stachowski, 1990; Marshall & Sears, 1991; Santos, 1986). Some examples include student teaching abroad (Mahan & Stachowski, 1990), the writing and discussion of case studies (Benson & Floyd, 1992) and incorporating multicultural children's literature into multicultural preservice education courses (Dana, 1991). Although additional research on specific strategies teacher educators might employ to help preservice teachers develop an understanding of other cultures as well as challenge existing conceptions and expectations preservice teachers hold of students from other cultures is needed, it is apparent that teacher educators need to employ these strategies not only within a course offered on multicultural education, but throughout all coursework in the teacher preparation program as well.

In addition to culture shock, four of the five student teachers in this ethnography experienced difficulties with classroom management and control. Each intern attributed their difficulties to the background of the students they were teaching. They experienced frustration when efforts to control students using the technique of assertive discipline were unsuccessful. Assertive discipline was interpreted by each student teacher as "placing names of poorly behaving students on the board" in the hopes that inappropriate behavior would be extinguished.

Thus, classroom management may become a great concern for prospective teachers when they enter a culture that differs dramatically from their own. In efforts to gain classroom control, preservice teachers may rely solely on prepackaged discipline plans. Therefore, in addition to providing experiences for prospective teachers to develop an awareness of different cultures and challenge existing conceptions and expectations preservice teachers hold of students from other cultures, teacher educators may need to address the meaning of cultural differences in relation to classroom management, and challenge existing conceptions and expectations preservice teachers hold of classroom discipline. Prospective teachers must critically examine prepackaged discipline programs in relationship to the needs of culturally diverse students.

In conclusion, more teachers need to feel prepared to address multicultural issues and teach in multicultural settings. The goal of this study was to understand what occurs when preservice teachers are placed with students from a culture dramatically different from their own. What we can learn from the collective stories of Carolyn, Paula, Randy, Terry, and Ann is that when preservice teachers enter a culture different from their own, problems may be encountered that include culture shock and the formation of negative student expectation. Negative student expectation may cause classroom management and discipline to become problematic. According to these student teachers, these problems stemmed from a lack of preparation in their preservice teacher education program. Therefore, this study, which documents and interprets the experiences of five student teachers, can serve to help teacher educators organize preservice curricula to best prepare the monocultural teacher for the multicultural classroom. This is a concern that cannot go unaddressed. The issue becomes more important with each passing day. For the future world of the "minority majority" is approaching quickly. Bergen (1981) stated that

> Educational institutions exist to prepare young people for the future. That future will be in a culturally-pluralistic nation and a rapidly shrinking world. Therefore, educators have an obligation to develop culturally literate citizens of the future, citizens with a thorough understanding of culture and ethnicity in our society and in our world (p. 1).

We must act today to prepare teachers for that "rapidly shrinking world."

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